



Analyzing Perspectives

Self Assessment Rubric

Rubrics for student self-assessment for Analyzing Perspectives (Grades 6-8)

Analyzing perspectives is the process of identifying multiple perspectives on an issue and examining the reasons or logic behind each.

A. *I identify points of disagreement about an issue.*

4. I identify explicit points of disagreement as well as implicit points of disagreement that are not obvious but are the underlying cause of conflict.
3. I identify explicit points of disagreement.
2. I identify some explicit points of disagreement, but I identify other elements points of agreement that are not.
1. I identify elements of an issue as points of disagreement that are not.

B. *I identify and articulate one perspective on points of disagreement.*

4. I accurately identify one perspective and articulate it with details that demonstrate an in-depth, thorough understanding of that perspective.
3. I accurately identify one perspective and articulate it with enough detail to demonstrate a basic understanding of that perspective.
2. I identify and articulate one perspective with few details or in a way that demonstrates some confusion or limited understanding of that perspective.
1. I identify and articulate one perspective in a way that demonstrates significant confusion and/or a lack of understanding of that perspective.

C. *I articulate the reasons or logic underlying the perspective.*

4. I accurately articulate the key reasons or logic underlying a perspective, but I also articulate reasons or logic that are more subtle or that have only been implied.
3. I accurately articulate the key reasons or logic underlying a perspective.
2. I articulate only the most obvious reasons or logic underlying a perspective and/or demonstrate some confusion or misunderstanding about the reasons or logic.
1. I simply restate or paraphrase the perspective or articulate reasons or logic that demonstrate significant confusion.

D. *I identify a different perspective and articulate the reasons and logic underlying it.*

As you identify a perspective, use rubrics for steps b and c for each perspective.

Adapted from McREL Institute